TURNING the PAGE 2.0

Utah!

BUILDING YOUR LIBRARY COMMUNITY

Participant Notebook

Week 1:
Public Perceptions

PURPOSE OF THIS NOTEBOOK

This notebook is for you to use while reviewing the key concepts in the online modules, take notes, and complete the reflective activities. Note you will be submitting a copy of the *Advocacy Work Plan* (separate document) to your Online Facilitator at the end of the week to get their feedback; you do not need to submit this document to them.

WEEK 1's PURPOSE

To share recent national research on how voters and elected officials perceive the public library, and why or why not they support it.

WEEK 1's GOALS

1 *Learn why people support the public library — and what would make them support it even more*

2 *Discuss how to use this research to refine your Advocacy Work Plan*

PART I: "FACT" OR "FICTION"?

After completing the online "book shelving" activity, record the correct answers below:

People Hold Libraries in High Regard
○ FACT ○ FICTION

Only Certain People Are Likely to Support the Library
○ FACT ○ FICTION

Library Support Is Directly Related to Library Vis
○ FACT ○ FICTION

The Librarian is Key to Generating Support
○ FACT ○ FICTION

Thinking of the Library as a Provider of Information Leads to Support
○ FACT ○ FICTION

The General Public Is More Connected to and Supportive of the Library Than Elected
○ FACT ○ FICTION

Key Points

1. People hold libraries in high regard but are unaware of funding challenges
2. Only certain people are likely to support the library
3. The biggest supporters may not be the most frequent visitors
4. The librarian is key to generating support
5. Believing that a library can transform lives leads to support
6. Elected officials are fans of libraries, but funding them is not always a priority

PART II: WHAT THE RESEARCH SAYS

In the space below, write the main ideas or key details presented in the online module:
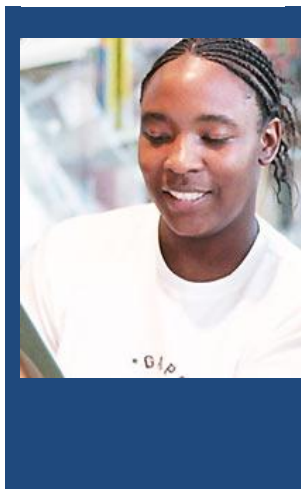
How We're Doing: The Good News

Write or type your notes here

How We're Doing: Room for Improvement

Write or type your notes here
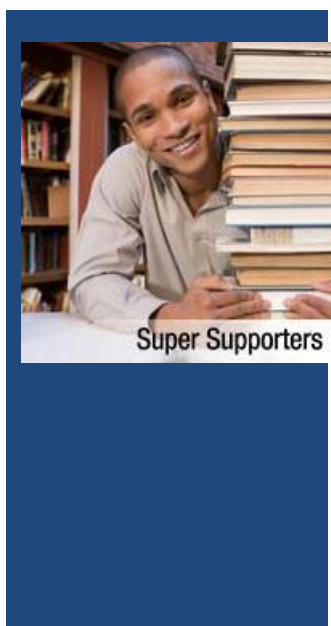
On the Importance of Being Transformational

Write or type your notes here

Focus on the Librarian

Write or type your notes here

Two Types of Supporters that can help:

Super Supporters

Write or type your notes here

Probable Supporters

Write or type your notes here

Elected Officials Research Findings

Write or type your notes here

Strategies for Working with Elected Officials

Write or type your notes here

PART III: PLANNING FOR ACTION

From the choices below, identify which are the correct answers, based upon the online module:

Where to Apply Efforts

○ *Maybe, but putting all the brochures up by the front desk might not be the best idea*

○ *Yes! Putting all the brochures up by the front desk is a great idea*

○ *No. Putting brochures out might alienate potential supporters, they might think the library is being too pushy*

Where Should We Focus On?

○ *The brochures should focus on introducing the library staff to the community*

○ *The brochures should describe services and provide examples of how people have used the library to improve their lives*

○ *They should focus on how the library fulfills its role as a provider of information for the entire community*

Using Our Super Supporters

○ *The should still reach out to Dr. Carter and Felicia for help passing out these brochures*

○ *Doug and Karen are right. It's important to avoid over-taxing their super supporters*

○ *They should consult Dr. Cater and Felicia about the content and message of the brochure*

How Elected Officials Perceive Libraries

Which team member has the best understanding of how elected officials perceive libraries? What did they say?
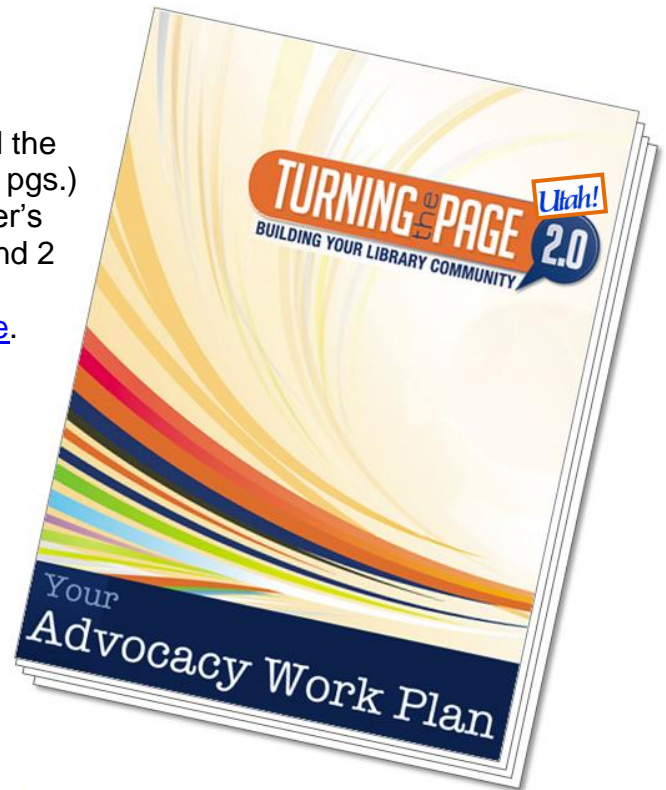
○   ○   ○

PART IV: Work Plan
Who Is Your Target Audience?

By now you should have downloaded the **Advocacy Work Plan** (MS Word, 20 pgs.) from the *Turning the Page 2.0* Learner's Portal. Please complete sections 1 and 2 at this time. If you have not already downloaded this document, click here.

What Does Your Target Audience Think about Your Library?

Please complete section 3 of the **Advocacy Work Plan**.

What Do You Want Your Target Audience(s) to Think about Your Library?

Please complete section 4 of the **Advocacy Work Plan** and then move on to Part V, below.

PART V: VIRTUAL CLASSROOM PREP

Be prepared to discuss the following ideas / questions during your Online Virtual Classroom session this week:

Super & Probable Supporters	▪ Who are your *super supporters*? ▪ Who are your *probable supporters*? ▪ How will you find them?
Library Visitors	▪ The research notes that, *"the biggest supporters may not be the most frequent visitors."* Does this surprise you? ▪ How might you engage these supporters if they don't visit your library?
Transforming Lives	▪ How does your library transform lives? ▪ Do you share these stories? How?
Elected Officials	▪ The research notes that, *"elected officials are fans of libraries, but funding them is not a top priority."* Are you surprised by what officials say? ▪ How could you find out what's important to your public officials? ▪ How do you engage elected officials?

WEEK 1 REFLECTION QUESTIONS

Each week you will be asked to reflect on the information presented in the online modules. Please enter your responses in the space provided.

1 What was one thing that you saw in the data and were not at all surprised by; it's what you always assumed about how your library is perceived by the American public and/or elected officials?

2 What was one thing that surprised you about the data's findings?

3 Do you feel that the data presented in Public Perceptions reflects your community? Why or why not?

4 What are three ways in which you could use this data in your Advocacy Work Plan?

WEEK 1 CHECK LIST

Use the checklist below to be sure you've competed all assignments for Week 1 and to begin preparing for Week 2: "Telling Your Story."

☐ Review the *one online module*: "Public Perceptions of Libraries"

☐ Complete the **"Reflection Questions"** for Week 1.

☐ Complete the *Advocacy Work Plan* sections listed in this Participant Notebook for Week 1 (Sections 1, 2, 3 & 4). Submit your *Advocacy Work Plan* to your Online Facilitator via email by the date they specify.

☐ Prepare for the Virtual Classroom session by *reviewing the Virtual Classroom Prep* found on Page 7 of this Workbook.

☐ Participate in your weekly Online Virtual Classroom Session

☐ Complete the brief *"Goldilocks Questions"* for Week 1, accessible via the TtPv2.0 Homepage.

☐ If desired, participate in the *Threaded Discussion Questions*, accessible via the TtPv2.0 Homepage, or post any questions, comments or concerns you may have to the Discussion Board for your fellow cohort-mates to review and answer.

☐ Share what you've learned this week with others in your library!

☐ Note, while not your assignment for Week 1, next week (Week 2) we will be reviewing two online modules: **"Creating Your Library Story"** and **"Make It Memorable."** If you want you can get a "jump" on this work and begin to review these modules at your own pace.

REMEMBER:

Advocacy is something we should be doing **every day**
on behalf of our libraries … inside its walls and out!

end!